


**Texas Education Agency  
Standard Application System (SAS)**

<b>2018–2019 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1</b>			
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	<b>FOR TEA USE ONLY</b> <b>Write NOGA ID</b> Place date stamp here  <div style="text-align: right; font-size: small;">           RECEIVED            TEXAS EDUCATION AGENCY            2018 APR 30 PM 1:58            DOCUMENT CONTROL CENTER            GRANTS ADMINISTRATION         </div>	
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019		
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018		
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494		
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>		
<b><u>Schedule #1—General Information</u></b>			
<b>Part 1: Applicant Information</b>			
Organization name		County-District #	Amendment #
Crowley ISD		220-912	
Vendor ID #	ESC Region #	DUNS #	
1751247307	11	028428191	
Mailing address		City	State ZIP Code
512 Peach Street		Crowley	TX 76036
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Crystal	D	Polk	Project Director
Telephone #	Email address		FAX #
817-297-5296	<a href="mailto:Crystal.Polk@Crowley.k12.tx.us">Crystal.Polk@Crowley.k12.tx.us</a>		817-297-5204
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Stan		Swann	Chief of Student of Services
Telephone #	Email address		FAX #
817-297-5270	<a href="mailto:Stan.Swann@crowley.k12.tx.us">Stan.Swann@crowley.k12.tx.us</a>		817-297-5204
<b>Part 2: Certification and Incorporation</b>			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Michael	D	McFarland, Ed.D	Superintendent
Telephone #	Email address		FAX #
817-297-5230	<a href="mailto:Michael.McFarland@Crowley.k12.tx.us">Michael.McFarland@Crowley.k12.tx.us</a>		817-297-5205
Signature (blue ink preferred)		Date signed	



4-27-18

*Only the legally responsible party may sign this application.*

701-18-111-041

**Schedule #1—General Information**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

**However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.**

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

<b>X</b>	<b>Acceptance and Compliance</b>
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <a href="#">Lobbying Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <a href="#">No Child Left Behind Act of 2001 Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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By TEA staff person:



**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Crowley ISD is applying for the Cycle 10 grant to expand the offerings outside of the school day and year for students in need of academic assistance at seven (7) campuses and to provide working families with a safe no cost, high quality after school program. Currently Crowley ISD is 58.1% economically disadvantaged, 15.36% limited English proficient, and our at-risk population is 53.3%. Our community unemployment seems to reach its height, approximately 7.6%, during the summer months, leading the district to desire additional services or training offerings for families within our community. Based upon the needs identified by the campus improvement committees, the following needs could be met through the comprehensive program developed by this grant: Additional academic interventions and strategies for struggling students; enrichment that increases students cognitive thinking in reading; math & science, extra-curricular activities with a wellness emphasis for elementary age students, mentoring for students; positive behavior incorporated with social and emotional skills training for all students, parent support and training in areas such as computer availability; helping their students with homework, and lifestyles for wellness. Because of the changing demographics and community needs, we must seek ways to expand our services to meet the needs of more local families. Three of our school board priorities align with the goals of the 21st CCLC grant and will provide performance measurements to ensure the quality of the grant program: 1) College Readiness: promote high academic achievement and produce National Merit Scholars, 2) Quality Curriculum & Instruction: decrease achievement gap, and 3) Parental, Community, and Customer Support.

Crowley ISD's grant committee developed the budget by looking at the district past grant cycles and did a cost analysis on activities and high-quality programs offered during out of school hours. Developing budgets, developing activities, and monitoring the program will be refined on at least a bi-annual basis to develop best practices for ensuring the compliance of stated program goals. We intend to continue evaluating and refining this process. The budget was designed to provide appropriate activities to meet the district and campus needs that have been discussed in multiple settings such as school board, superintendent's cabinet, grant committee, campus administrators working with campus budgets, and other central administration departments working with local and federal monies to support campus needs.

The Project Director, External Independent Evaluator, Director of Federal Programs, and campus principal design the needs assessment process for identified campuses. The needs assessments are evaluated to identify campus goals and objectives to ensure alignment with the grant program. The Project Director, Site Coordinator, and Campus principal meet bi-annually to determine the efficacy by reviewing the proposed objectives and outcomes that will also determine if the needs assessment process needs to be updated or changed.

Project Director makes bi-weekly visits to the campus, reviews collected data via Texas 21<sup>st</sup> daily, collaborates with principals and Site Coordinators to monitor program compliance, as well as hires an Independent Evaluator to do the same. The Project Director's findings are documented in an Excel Spreadsheet to be reviewed by each Site Coordinator and Campus Principal. The Grant Specialists will conduct weekly campus visits and provide compliance and academic support. A compliance checklist will be provided to the Site Coordinator and Project Director. The Grant Specialist will also oversee Activity Planning in the categories of Academic Assistance, Enrichment, Family & Parental Support, and College & Workforce Readiness which are intentionally aligned with the stated goals of the grant, as well as utilizes research-based best practices to meet the stated needs of each campus. Based upon assessed needs, all center activities will continue into the summer for six weeks.

The Independent Evaluator will visit the campus, review collected data, and collect survey information from campus staff, students, and families to share with the campus and community stakeholders. The program will be evaluated by meeting all statutory requirements as stated in the grant and objectives. Each campus principal will receive the Independent Evaluation. This evaluation is also posted on the district's CACE website and the evaluation is shared with the superintendent and school board. The Project Director and Site Coordinators are responsible to make necessary adjustments to the program to ensure continued compliance.

All statutory requirements have been addressed in this grant application. All responses within this application have been accurately answered to address all TEA requirements. Crowley ISD is invested in supporting the growing needs of the families in our community. We have developed partnerships with JPS Hospital, Communities in Schools, City of Fort Worth, City of Crowley, Tarrant Area Food Bank, Botanical Research Institution, and Women's Center to help provide some of the needed supports. We are committed to ensure that services beginning with grant funds are continued which may require that we seek other funding sources to do so.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 220-912			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,111,025	\$	\$1,111,025
Schedule #8	Professional and Contracted Services (6200)	6200	\$230,000	\$21,000	\$251,000
Schedule #9	Supplies and Materials (6300)	6300	\$75,300	\$	\$75,300
Schedule #10	Other Operating Costs (6400)	6400	\$29,300	\$	\$29,300
Schedule #11	Capital Outlay (6600)	6600	\$3,575	\$	\$3,575
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,449,200	\$21,000	\$1,470,200
2.022% <u>indirect costs</u> (see note):			N/A	\$29,727	\$29,727
Grand total of budgeted costs (add all entries in each column):			<b>\$1,449,200</b>	<b>\$50,727</b>	<b>\$1,499,927</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$1,499,927
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$74,996
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 220-912			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$77,200
5	Site coordinator (required)	10		\$409,465
6	Family engagement specialist (required)	1		\$47,200
7	Secretary/administrative assistant	1		\$ 33,765.00
8	Data entry clerk			
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Grant specialist	1		\$58,495
20	Youth Development Instructors	20		\$120,000
21	Title			\$
22	Subtotal employee costs:			\$746,125
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$284,900
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$80,000
27	Subtotal substitute, extra-duty, benefits costs			\$364,900
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$1,111,025</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 220-912		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$</b>
<b>Professional and Contracted Services</b>		
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>
1	Transportation-to provide students a safe means of travel to their home, once the after school program has ended.	\$60,000
2	Community Based Organizations-to provide students and parents with fitness, music, art, dance, anti- bullying programs, ESTEM, STEM , and STEAM. They will also provide some personnel to work in the after school program.	\$170,000
3	Evaluation Services	\$21,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$251,000</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$251,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 220-912

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$75,300
<b>Grand total:</b>		<b>\$75,300</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 220-912		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$5,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$9,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$14,000
	Remaining 6400—Other operating costs that do not require specific approval:	\$15,300
<b>Grand total:</b>		<b>\$29,300</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 220-912		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2	Lab tops	11	\$325	\$3,575
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$3,575</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Qualifications: minimum of Master's degree in education, social work or a related field. Minimum of three years management experience in educational work environment or OST (out-of-school time) program. Applicant will need to have strong organizational skills and grant management experience. Preferred Texas principal certification.
2.	Site Coordinator(s)	Qualifications: minimum of Bachelor's degree in education or related field. Master's degree preferred. Experience in staff supervision, preferred experience in a 21 <sup>st</sup> Century or similar program. Experience working with high risk youth and families. Additional experience working with data collection and data entry preferred.
3.	Family Engagement Specialist	Qualifications: minimum of Bachelor's, degree in education or related field. Master's degree preferred. Spanish bilingual preferred. Experience planning and organizing meetings and major events. Experience working with community agencies and working with diverse cultures and economic backgrounds.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic performance in core subject areas each 6 weeks and from fall to spring.	1. Recruit students most in need of academic assistance	08/01/2018	06/20/2018
		2. Pre/Post test assessments administered to students	09/04/2018	06/20/2018
		3. Data is analyzed and lesson plans developed	09/10/2018	06/20/2018
		4. Small group instruction and tutorials formed based on data	09/17/2018	06/20/2018
		5. Retain and recruit qualified instructors	08/01/2018	06/20/2018
2.	Improve Attendance from fall to spring semester.	1. Recruit and identify students whose attendance is low	09/04/2018	06/20/2018
		2. Allow students choice and voice for classes	09/04/2018	06/20/2018
		3. Work with community partners to provide incentives	09/04/2018	06/20/2018
		4. Have SC make school day visits to increase attendance and identify and overcome attendance barriers	09/04/2018	06/20/2018
		5. Analyze and monitor attendance data each 6 weeks	09/04/2018	06/20/2018
3.	Improve Behavior by decreasing the number of referrals each 6 weeks with ACE students.	1. Recruit and identify targeted behavior students	09/04/2018	06/20/2018
		2. Train all staff and incorporate district SEL curriculum	08/01/2018	06/20/2018
		3. Work with community partners to secure mentors	08/01/2018	06/20/2018
		4. Allow students to participate in "Voice/ Choice" activities	09/04/2018	06/20/2018
		5. Analyze and monitor behavior data each 6 weeks	09/04/2018	06/20/2018
4.	Improve Promotion Rates- 90% of ACE students will promote to next grade level.	1. Identify and recruit students at-risk of not promoting	09/04/2018	06/20/2018
		2. Provide targeted instruction in the ACE program	09/04/2018	06/20/2018
		3. Analyze and monitor student academic data	09/04/2018	06/20/2018
		4. Monitor student attendance in all classes	09/04/2018	06/20/2018
		5. SC's review students 3 week progress report	09/04/2018	06/20/2018
5.	Improve Graduation Rates by providing college/W activities to engage students.	1. Implement the Collee/Career Readiness Standards	09/04/2018	06/20/2018
		2. Hire instructors to lead College classes	09/04/2018	06/20/2018
		3. Secure field trips and virtual trips to colleges	09/04/2018	06/20/2018
		4. Secure industry experts in professions to speak	09/04/2018	06/20/2018
		5. Provide engaging high interest College/W classes	09/04/2018	06/20/2018

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Crowley ISD formed a Community Business Committee (CBC) which included the Superintendent, Chief of Strategic Planning, Executive Director of School Leadership, Director of Counseling, current ACE Project Director, and other key district staff to evaluate the community needs and gain resources for the district. The committee held three meetings within different regions throughout the district with community leaders to gain a deeper level of understanding to the community needs. During the meetings, surveys were distributed, and a focus group was formed to meet with the CBC quarterly. Meeting with the community stakeholders on a regular basis has proven to be a fast track to community buy-in and sustainability planning. Past parent surveys, campus STAAR data, campus socioeconomic status, Campus Improvement Plans, and family mobility was also reviewed. Each ACE identified campus also conducted a needs assessment through their Site-Based Decision-Making Committee.

The centers stated in this proposal currently have existing resources, which include environmental science activities conducted by the Botanical Research Institute of Texas (BRIT) at Oakmont ES, Mary Harris IM, and David Walker IM. Approximately 50 students at each center participate in the enrichment provided by the BRIT. Community Policing Mentorship program is provided at Mary Harris and David Walker. Fort Worth Police Department provides female and male mentors. The Women Center provides mentoring on sexual abuse to all proposed centers. Crowley ACE will work with the existing resources to enhance and expand the current offerings. One of the overall concerns that was identified in the surveys is that school day staff does not have time in the day to provide additional community resource activities, so the Crowley ACE program would be a perfect collaboration. The Crowley ACE program will support additional students with academic assistance, enrichment, family and parental support, as well as college career readiness by providing free access and high quality after school activities at no cost that will improve student academics and decrease student behavior problems. The survey also revealed that parents working between the hours of 3pm and 6pm were not able to provide their students with additional enrichments outside of the school day. The Crowley ACE program would eliminate this concern as academic enrichment would happen on a daily basis. Parents stated that the cost of the current fee-based programs is not reasonable. Based upon family surveys conducted by each campus, parents indicated a need for after-school and summer programming to support the academic achievement and positive behavior efforts of the campus.

Based on the qualitative and quantitative results of the community needs assessment and survey's, Crowley's ACE program will meet the needs of working families by providing a high quality extended-day learning program. In providing small group targeted instruction during the after-school program, a variety of enrichment opportunities will simulate real-world experiences and provide hands-on learning which address parent's stated academic need for a latch-key student. 85% of Crowley ISD's parents work between the hours of 3pm and 6pm leaving students to go home without the necessary academic supports and adequate supervision. By Crowley ACE providing these learning opportunities for working families, it will immediately address the needs that the parents stated in the survey. The ACE program will provide additional support for students who are struggling academically or with attendance and will enrich their students' academic and hands-on learning after school due to parents being at work. In addition, Crowley ACE will offer participating siblings priority in enrollment. Crowley ISD researched best practices to meet the needs of working families and collaborated with local family engagement experts to develop a whole child model that will address all identified needs. CISD is dedicated to continually surveying and meeting the needs of working families as the program continues.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

The Crowley ACE program has established a partnership with the Botanical Research Institute of Texas (BRIT) that will provide hands-on Environmental Science, Technology, and Environmental Math (ESTEM) classes to all proposed centers through the Green Revolution Program (GR). Green Revolution students and facilitators will meet 2-3 times a week after school for 1.5 hours to provide the structure and support for students to develop character while investigating environmental stewardship issues that face our community. During this time, students are guided through activities that are aligned with both math and science state (TEKS), as well as national (NSTA, NAAEE, NGSS, CCRSS) standards and best-practices which are based upon extensive research on STEM, environmental education, and OST programming. The afterschool component of the GR Platform develops values, character, and civic duty for students by delivering the GR value-system which consist of GROWTH (grit, responsibility, outdoors, well-being, teamwork, and hope), providing hands-on, environmental education experiences to impact literacy, learning, and leadership. The BRIT is a non-profit organization located in Fort Worth, Texas less than 20 minutes away from Crowley ISD. Green Revolution's curriculum was developed from current environmental research and best practices known to empower students to be successful as environmental, future-thinking leaders. The experimental, project-based, and global citizen lessons equip students to be environmentally conscious while improving critical thinking, collaboration, communication, and creativity through a connected interdisciplinary approach to issues. The curriculum challenges students to think globally. The BRIT will collaborate with the ACE program and provide field-based experiences for students in addition to the curriculum, as well as providing professional development opportunities for teachers in ESTEM The BRIT will conduct classes during the fall and spring semesters and during summer programming. Crowley ISD will provide fiscal responsibility, data collection, transportation to field -based experiences, and program monitoring and evaluation. A partnership letter is attached to this application. The partnership with BRIT will contribute to the Crowley ACE program by:

**Academic Assistance:** Advancing skill levels of each student in the areas of science, technology, communication, collaboration, critical thinking, problem-solving, and decision-making.

**Enrichment:** Engaging students in value and character development to promote leadership acumen, social and civic responsibility to ultimately increase competence and confidence in the student's ability to make a difference. Also, engage students in a triangulated (ESTEM, out-of-school time, and positive youth-development), best-practice based, curriculum designed to enhance learning, build academic skills, increase ESTEM awareness to foster growth of the whole-child.

**College & Workforce Readiness:** Expanding students' interest and aptitude in potential careers in the environmental science, technology, engineering, and math.

**Family & Parental Support Services:** During field-based experiences, parents will have the opportunity to participate in ESTEM classes.

Crowley ISD ACE will also partner with several other community organizations such as Texas Ballet Theater that provides dance and field-based opportunities for at-risk youth. Tarrant Area Food Bank (TAFB) is another partner that provides a mobile food truck at a CISD campus once a month. The TAFB provides fresh produce and meats for local families who have hunger insecurities and may not know where their next meal is coming from. In addition, we have partnered with the Rangers and Dallas Mavericks to provide students with opportunities to visit a sporting event that they may not be able to otherwise attend at no cost to the student or school district. Agrlife of Tarrant County has also served as a partner in providing free classes for students and parents. The Fort Worth Police Department has also partnered with Crowley ISD by providing mentoring opportunities to reduce the risk of youth engaged in criminal activities and to bridge community relationships between the police. The current Crowley ACE program has established the partnerships and are very fortunate that the community partners are vested in the youth of Crowley ISD. **These partnerships will help sustain the ACE program over time. CISD will nurture the partnerships listed above for a committed and enduring relationship.**

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Crowley ACE program will be developed to offer high quality, attractive, academic activities that provide innovative approaches to learning. Targeted performance areas will provide the basis for the intentional planning of each term's activities. Student improvement in core subject areas especially in English and math, academic and social behaviors, and in assessment achievement will be evaluated and analyzed annually. All activities developed will be project-based and hands-on to improve students critical thinking. By providing hands-on activities, students will be highly engaged in their academic performance and attendance will increase. In addition, behavior referrals will go down due to students wanting to participate in the program on a daily basis. Our district also uses Positive Behavior Intervention and Support(PBIS) systems which is aligned to the afterschool program to decrease behavior referrals. The Green Revolution supports students' character development which should also positively impact student behavior. The partnership with BRIT will provide opportunities for the students to engage in activities that enhance career competencies such as responsibility, grit, critical thinking, leadership, and teamwork as well as learn about environmental careers. Much research has been done on the effects of project-based learning and relevant, hands-on activities and their impact on student engagement and achievement. Research shows that hands-on experience increases student performance and motivation. The National Assessment of Educational Progress (NAEP) also known as "The Nation's Report Card," revealed that teachers who conduct hands-on learning activities on a weekly basis out-perform their peers by more than 70% of a grade level in math and 40% of a grade level in science (U.S. Department of Education, 1999). All activities will be based on the comprehensive needs assessment associated with ESSA and completed utilizing the forms designed by Texas ACE Blueprint. Each campus will include activities for required student data by analyzing STAAR results as they become available, how the various populations performed related to the disciplinary and attendance reports collected on a six weeks basis to determine the specific audiences that need to be targeted. Each campus will include activities that are driven by data points reflected from individual campuses academic performance. These activities are aligned to targeted TEKS and supported by strategies evident in the TEKS Resource system. These assessments are based on the Readiness and Supporting standards taught during each unit. These results give an excellent picture of curricular gaps, instructional issues, and specific reteach needs as data is analyzed at the student, teacher, campus, and district levels. Finally, each campus will include activities based on student interest as expressed through formal and informal inventories, surveys, and observed student behaviors. Students and their parents eagerly express their interests through their level of demonstrated engagement. Activities are based on the information gathered through these processes. The proposed program will also align with the district's goals: Goal 1: Improve student achievement for all, Goal 2: Provide safe, secure, and nurturing schools, and Goal 3: support parent and community partnerships. Crowley ISD has experience in prior ACE programs which have shown success. Below is the 2016-2017 data which shows how the proposed program impacted academic performance, attendance, advancement, and discipline referrals.

**Crowley ISD's 21<sup>st</sup> CCLC previously funded ACE Data**

Outcomes of Regular Students	Carden ES	Hargrave ES	Oakmont ES	Parkway ES	Poynter ES	David Walker IS	Mary Harris IS
Average Core GPA	2.87	3.32	3.15	2.63	2.96	2.77	2.78
% Passed All Classes	100%	100%	98.40%	99%	95.2%	100%	95%
% Promoted	100%	100%	98.40%	99%	100%	100%	99%
Average % of Days Present	96.37%	96.62%	95.23%	98.2%	96.38%	88.05%	96.54%
Average # of Behavior Incidents/% with None	0.21/ 93.8%	0.26/ 92.3%	0.23/ 86.3%	0.30/ 85%	0.16/ 90.5%	0.10/ 93.1%	0.78/ 69.9%
% Met STAAR Reading Standard	63.9%	65.6%	69.1%	43.6%	48.1%	48.8%	54.9%
% Met STAAR Math Standard	76.9%	64.6%	80.0%	51.3%	62.5%	54.5%	60.9%
% Met STAAR Writing Standard	60.3%	53.8%	69.7%	28.6%	52.3%	13.0%	43.9%

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Crowley ISD has received multiple federal and state grants as well as managed the 21<sup>st</sup> Century Community Learning Centers Cycle 6 and 8 after school grants. Over the last 10 years, CUSD has had the opportunity to build a solid foundation in grant implementation and program management. Crowley ISD has retained the same ACE administration for the past 9 years and Site Coordinators for the past 4 years as a result of the best practices delivered in the after-school programs on a daily basis. The Crowley ACE 2016-2017 data revealed an increase in ACE students passing the Math and Reading STAAR exam. Through the past 9 years, Crowley ISD has received a Meets or Exceeds expectations on the ACE Key Task Assessment. Crowley ISD has a strong reputation for offering a program that meets the needs of the diverse community that it serves by incorporating researched based practices.

The Crowley ACE program will be developed to offer high quality, attractive activities that provide innovative approaches to learning and build the skills identified by student and family deficiencies. Data to support activities will be derived from multiple sources and will include information from the district student information system including student grades, attendance, behavior and program information, as well as district student assessment management system including STAAR results, TAPR report, campus improvement plan and identified needs from the site-based decision-making team, surveys of campus & community needs, and student career & college interest inventories. Based on parent and student survey data, activities will be determined and offered to insure alignment with interest and needs. All activities will fit into at least one of the four components: **Academic Assistance, Enrichment, Family & Parental Support Services, College & Workforce Readiness**. Targeted performance areas, broken down into essential skills and behaviors, will provide the basis for **intentional planning**.

As students participate in the program, each will develop intrinsic motivation for success during the school day, interpersonal skills for engaging in positive social & cultural relationships, and awareness of skills for success in college or employment. Student improvement in core subject areas especially (English and math), in academic and social behaviors, and in achievement on assessments will be realized. Students will be grouped into the activities of interest based upon common skill deficiencies. All activities developed will be project-based and hands-on in order to improve students critical thinking skills. Much research has been done on the effects of project-based learning and relevant, hands-on activities related to student engagement and achievement. According to research reviewed from the Afterschool Alliance July 2012, they found 94% percent of middle school students attending 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) programs in Pinellas County, Florida, maintained or showed growth in language arts (compared to 59 percent of non-participants), 84 percent maintained or showed growth in math (compared to 62 percent of non-participants) and 85 percent maintained or showed growth in science (compared to 40 percent of nonparticipants). (Silver, S.E., PhD. & Albert, R.J. (2011). *21<sup>st</sup> Century Community Learning Centers administered by Coordinated Child Care of Pinellas, Inc: Summative evaluation report of the school-based program, Year 2.*)

Based upon the needs assessment of each campus, small group instruction was indicated as a need, therefore, academic activities will be designed to allow staff to student ratio of no larger than one to five. Groups of five allow for interaction between each student and the instructor, as well as promote academic discussion among the students. With five or fewer children in a group, teachers can focus needed attention on individual children and make sure that each child has opportunities to participate. Additionally, small-group time enables children to have access to high-quality interaction with their teachers (Wasik, 2008). By keeping the academic ratio small, staff may focus on adapting instruction for the individual needs of each student, build relationships, and provide appropriate academic intervention activities. Activities for family involvement will also be developed to promote family participation and to ensure families have the skills to support each student's educational experience. Research shows that beginning readers benefit most from being taught explicit skills during intensive small-group instruction.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Crowley ACE program will be developed to offer high quality, attractive, activities that provide innovative approaches to learning and build the skills identified by the student and family deficiencies. All proposed activities will be based upon the **Campus Needs Assessment, Campus Improvement Plan, Student Choice and Voice**, and align with the school day curriculum. Activities will also be based on student achievement data like core academic grades and academic interventions (from Response to Intervention, RTI, process), assessment data like curriculum- based assessments and STAAR, attendance & truancy data, and behavior plans & behavior intervention data. These data sets are reviewed during the recruitment phase of the program to determine qualified applicants and appropriate activity placement. Activity ideas will be developed and offered to students and parents determining interest and classes to be offered. All activities will fit into at least one of the four components: Academic Assistance, Enrichment, Family & Parental Support Services, College & Workforce Readiness. In creating activities Crowley ISD will ensure that each activity will be hands-on, intentional, and TEKS driven.

The activities afterschool will be project-based learning and hands-on in order to encourage academic growth and real-world connections for students. Research has shown when students are able to relate to a subject or problem, they are more engaged in reaching a resolution. Robert Marzano compiled research showing the importance of engagement in advancing students academically. In his book *The Art and Science of Teaching* (2007), he indicates many researchers and theorists such as Connell, Spencer, & Aber, 1994, Marks, 2000, Skinner, Wellborn & Connell, 1990, support this idea. Targeted performance areas broken down into essential skills and behaviors will provide the basis for the intentional planning of each student's academic, enrichment, and college & career readiness activities. As students participate in the program, each will develop intrinsic motivation for success during the school day, interpersonal skills for engaging in positive social & cultural relationships, as well as an awareness of skills for success in college or employment. Student improvement in core subject areas, (especially English and math), in academic and social behaviors, and in achievement on assessments will be realized. Goal 1 of Crowley ISD's Strategic Plan is to *Improve Student Achievement for All*. Each activity is designed to meet the academic needs of each campus population based upon the needs assessment of the campus and community. For example, academic activities for David Walker will be geared toward problem-solving and critical thinking in math and science; this is their target subject based upon the most recent needs assessment. One activity being considered is CSI (Crime Scene Investigations) which presents real-world problems for the students to interact and solve using their math and science skills taught during the school day. Our SMART goal for this activity will be that 80% of the regular participants will show an increase in the ability to solve linear equations at the end of CSI as measured by pre- and post-assessments. Some other activities that are proposed to improve student academic achievement include Math Madness, Math Counts, and I Math to increase math skills, Book Club, Write Brain, and Young Shakespeare to increase ELAR skills, weird Science, Lab Rats, Colorful Eating Options and Science rocks to increase Science skills.

The Site Coordinator will work with the principals and teachers to recruit students most in need of academic assistance. Students will be identified as in need of academic assistance based upon information obtained from student achievement data. Priority enrollment will be given to these students. The 21<sup>st</sup> CCLC grant would allow the Site Coordinators to attend PLC's (Professional Learning Community) which would allow for the instruction being delivered afterschool to be targeted and differentiated to the students' academic need. Site Coordinators would also meet regularly with the campus administrators and Instructional Core Coaches to ensure afterschool and school day alignment. Academic gaps will be targeted with small group instruction to provide struggling learners with individualized activities that meet their academic deficits based on data. Teachers that deliver small group and targeted instruction will be certified teachers that have received training to lead academic interventions. Non-Certified teachers that will deliver instruction will go through the Intervention Training provided by the Crowley ISD Center for Teaching & Learning. In order to ensure the success of small groups a pre and post test will be administered and Beginning, Middle, and End of Year benchmark scores will be reviewed throughout the school year.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Crowley Independent School District is a suburban school district covering 58.4 square miles in south Tarrant County and stretches over two municipalities: Fort Worth and Crowley. Crowley ISD serves 15,221 students in grades Pre-Kindergarten through 12th. Crowley ISD serves students of varied ethnic heritages and cultures and strives to be a diverse organization in a global society, as well as one that values the difference in people and recognizes that their different backgrounds, skills, attitudes and experiences bring fresh ideas and perceptions to benefit the larger society.

Upon notification of the grant award, Crowley ISD will review STAAR data and student data to secure a recruitment list for each proposed center. The recruitment list and program criteria will be distributed to the assistant principals, counselors, nurses, and teachers requesting referrals for high need students who would be helped by the Crowley ACE program. Referrals may be made for academic failure or borderline failure; poor school attendance or truancy; poor social skills; or in general, a struggling learner. Information will be disseminated to students who are most in need of academic assistance, attendance recovery and behavior improvement. As space allows, other students, who may not have as many needs, may attend. Site coordinators will secure parent permission and commitment for consistent attendance to the program. Recruitment efforts will focus on academic assistance in a hands-on environment. Students may be drawn to the academic enrichment activities such as rocketry, chess, music, and art; yet always receive core academic instruction in a fun and engaging manner. Instructors will also hold the key to student recruitment, since popular teachers with excellent rapport among high risk students are targeted as instructors. Research says the establishment of an emotional bond between the teacher and the student is critical for obtaining the student's best effort and continued desire to participate in the program. (Marzano 2003, *Classroom Management That Works*). By targeting recruitment of students with a set criteria, parents and community are notified of the ACE program opportunity.

Crowley ISD will ensure the ACE flyers and registration packets about the Crowley ACE program is disseminated to community in an understandable and accessible manner by:

- Website postings, both campus and district
- Neighborhood Newsletters
- Local business newsletters
- Partnering churches
- Flyers distributed apartment complexes
- Flyers in English & Spanish sent home with students
- Parent callouts in English & Spanish
- Campus Marquee announcements
- School internal announcements through Peach Jar
- Word of mouth advertisement by program students and their parents

The outreach information will include each center's operation and hours, Site Coordinators contact information, and classes that will be offered at specific campuses. Data from the Independent Evaluation will be analyzed and captured on one sheet for the community's review. The full report will be placed on the website. The Family Engagement Specialist will ensure that the Parent Information Tables (PIT) are fully stocked with flyers at each campus for continued program advertisement. The FES will also be in charge of hosting community meetings to disseminate the Crowley ACE program information.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Crowley ISD is dedicated to the safety of our students. Students enrolled in the ACE program will be provided with district bus transportation to and from the ACE centers daily. During the student enrollment, parents will have additional options to pick up their student(s) from program sites or to allow their student(s) to walk home from the program site by signing a parental release. When daylight savings time is in effect during the fall, parents are encouraged to switch students that are "walkers" to bus transportation. Students who decided to ride the bus are dropped off in front of their residence not at a common stop. If a student is not within the house in a short timeframe students will reload the bus and be taken to the center of origin. For drop off during the summer, only two options will be provided, bus transportation and parent pick up/drop off. Below is a survey response for projected transportation needs for the Crowley ACE programs.

Campus	Bus Riders	Walkers	Parent Pick-Up
Parkway Elementary	65%	5%	30%
Poynter Elementary	70%	1%	29%
Hargrave Elementary	65%	0%	35%
Oakmont Elementary	35%	0%	65%
Jackie Carden Elementary	50%	0%	50%
David Walker Intermediate	90%	0%	10%
Mary Harris Intermediate	70%	0%	30%

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).  
**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Crowley ISD welcomes volunteers who want to help make a positive impact in our schools. Parents, community members, and business partners play a vital role in our mission to help all students succeed in the global community. Many of these volunteers have a desire to train students in skills to keep some activities from becoming obsolete as well as to provide students with a business or industry point of view and real-world connection. Many volunteers also build lasting relationships with students that encourages and provides students with social and emotional learning. In recent local meetings held by the Community Business Committee, a sign-up list was generated with local businesses who were interested in volunteering at campuses. The Family Engagement Specialist and Project Director will continue to encourage and recruit local community members to volunteer their time in the Crowley ACE program in a way that is beneficial to the overall student. Volunteers will help with classes include, but are not limited to fashion design, cooking, gardening, woodworking, STEM/STEAM, entrepreneurship, music, and character building classes. In addition, each Crowley ACE Center will have at least one service learning project each year to teach students responsibility and to give back to the community. Volunteers will also help in this capacity. We have had activities such as singing at nursing homes, grandparent pen pals, food banks, and others based upon the needs of the local center. We will continue to foster relationships with local churches, colleges and community organizations throughout Crowley ISD.

CISD will train community volunteers to teach and mentor these young people and to work alongside regular paid staff. The Project Director, Site Coordinators, Family Engagement Specialist, and Grant Specialist will train all volunteers in working with children alongside the regular staff, in classroom management, campus & program procedures. CISD requires all volunteers to pass a federal background check and TEA fingerprinting requirements prior to beginning their work in classrooms. To ensure the safety of our students, a criminal background check is required before volunteers can serve in Crowley ISD schools. The District uses J.D. Palatine to conduct its criminal background checks. The company requires a Social Security Number and date of birth to conduct criminal history checks. To be eligible to volunteer on any of the CISD campuses, this process must be completed only one time for each school year. Once approved, volunteers will be added to the CISD Approved Volunteer List shared with all campuses. Site Coordinators will work with campus principals to ensure that campus personnel have knowledge of volunteers being on campus. By continuing to grow the volunteer support, Crowley ISD will build sustainability for this program model and will continue to be fiscally responsible to its taxpayers.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Crowley ISD is dedicated to offering high quality afterschool and summer learning opportunities for its students and their families. CISD formed a Community Business Advisory Council that consists of the Superintendent, Chief of Strategic Planning, Executive Director of School Leadership, Director of Counseling, current ACE Project Director, and other key district staff to evaluate the community needs and gain resources for the district. This committee will also create a district sustainability plan to continue to deliver high quality afterschool programs during the school year and summer months after the 21<sup>st</sup> CCLC grant cycle expires. The sustainability plan will consist of ways to leverage funds with local foundations, resource mapping, and grant writing. In addition, Site Coordinators will be a part of the Campus Site Based Decision Making committee which is comprised also of the, principal, teachers, parents and community members from local churches and businesses. The campus committee will help ensure that at the beginning of the grant that a sustainability plan is created to ensure the continuation of a high quality after school program for that campus. With the committees' diverse makeup, the team will have a well-rounded perspective to create a vision of sustainability after the 21<sup>st</sup> CCLC grant ends. The site coordinators will submit their campus plan to the Project Director who will then present them to the Community Business Advisory Council to gain additional expertise and support.

Crowley ISD was able to sustain 50% of the Cycle 6 centers at the same rigor developed with the 21<sup>st</sup> CCLC grant. The other 50% of the campuses were able to sustain portions of the afterschool program. With approximately 50% of the Crowley school district is located within the Fort Worth city limits, the local police department developed a grant that supports afterschool programs for elementary and middle age students to reduce crimes in the area. Crowley ISD has been awarded this grant and will use these funds for afterschool programming. Currently, these funds support five additional campuses in providing high quality afterschool programs. Students who are participating in this program receive full benefits at no cost. This is one measure that will be used to sustain our district's afterschool program in identified high need schools.

The sustainability plan for the project will also focus on workforce revenue streams that allow for after school childcare reimbursements from the state department of labor, childcare licensing, matching childcare grants, youth grants and workforce practicum programs for WIA workers. Crowley ISD also plans to expand linkages with local colleges and universities that may be able to provide staff through service learning opportunities linked to college course work. Through our community partnerships and aforementioned community council, CISD will also benefit from the knowledge of the committee members with fundraising initiatives and donations. Crowley ISD will also apply for foundation grants supporting afterschool programs, such as Sid Richardson foundation, Miles foundation, Charles Stewart Mott foundation, and other local foundations.

**Timeline:**

- September – Develop sustainability plan
- November – January –quarterly meeting
- February – May – pursue alternative funding sources and complete appropriate grant applications

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

A meeting was held with each proposed center campus principal, the Federal Programs Director, Chief Student Services, District Parent Engagement Coordinator, Counseling Coordinator, Student Programs Coordinator, and current Project Director to discuss resource mapping, identify gaps in service, target areas of need, collaborate on joint initiatives, and to establish a district resource plan. This meeting helped establish a baseline of communication for federal, state and local programs across the district. The Counseling Coordinator has established a working relationships the Women's Center of Tarrant County. The Women's Center will continue to provide mentoring and will extend to the afterschool program if grant is awarded. The Student Programs coordinator will help align all district resources for 504 students, homeless (McKinney-Vento qualified students), and students in the RTI process. The team also discussed funding streams and the Federal Programs Director will ensure that all funds will be supplemented not supplanted. The Parent Engagement Coordinator (PEC) will work with the Family Engagement Specialist (FES) to align parent resources with all Crowley ACE Centers. The FES and PEC will work together to ensure that non-ACE families receive services and classes to enhance the community. Campus tutoring outside of the ACE afterschool program will be paid from Title I and local funding. The district will also provide all facilities, utilities, telecommunications, security, janitorial services, cleaning supplies, and copying or printing services. The applicant assures TEA that funds will be sufficient to successfully increase the level of Quality in state, local and other non-federal programs and will only be used for activities authorized under TEA guidelines, and will in no way supplant federal, state, local or non-federal funds.

Each campus offers large group tutorials interventions during the school day and several times a week after school. The ACE program will be able to align with the school day and provide small group tutorials alongside the large group tutorials to help close the academic achievement gap. The small-group differentiated reading model enables teachers to focus on specific skills needed by varied groups of children (Tyner, 2003). Campuses currently offer Literacy Night, Math Counts nights, and Family Science nights. Each campus Site Coordinator will work with the principal to align parent activities with the CACE program and participate with the already established family nights provided by the district. The CACE program will supplement parent classes by being able to provide on-going English as a Second Language classes, and other parent classes developed from the surveys and community needs assessment. Core day classes are not typically geared to hands-learning in the classroom. The ACE program will supplement academic classes by providing hands-on activities that engage students and help them retain the information being presented. Research shows that by using hands-on instruction, educators are fostering the 21st century skills that students need to be successful: critical thinking, communication, collaboration, and creativity. Hands-on activities encourage a lifelong love of learning and motivate students to explore and discover new things (Bass, et al.)

At the beginning of the grant implementation, each Site Coordinator will work with the Project Director, principal and the Site-Based Committee to complete a Logic Model that will provide campus resources and public resources that are available for the ACE program and specific to the campus. The Logic Model is a tool that aligns afterschool activities to district and community resources.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

**TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.**

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
<b>Center 1</b>	Jackie Carden Elementary School 3701 Garden Springs Rd. Fort Worth, TX 76123		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	220-912-105				
	Cost per student	\$808				
	"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):	65		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					
<b>Center 2</b>	Parkway Elementary School 1320 W. Everman Pkwy Fort Worth, TX 76134		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	220-912-106				
	Cost per student	\$808				
	"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):	65		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					
<b>Center 3</b>	Oakmont Elementary School 6651 Oakmont Trail Fort Worth, TX 76132		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	220-912-107				
	Cost per student	\$808				
	"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):	75		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

<b>Center 4</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	J. A. Hargrave Elementary School 9200 Poynter Rd. Fort Worth, TX 76123		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	220-912-109				
	Cost per student	\$808				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		125	<b>Parent/legal guardian target (in proportion with student target):</b>		65
			<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
<b>Center 5</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Sidney H. Poynter Elementary School 521 Ashdale Dr. Fort Worth, TX 76140		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	220-912-110				
	Cost per student	\$808				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		125	<b>Parent/legal guardian target (in proportion with student target):</b>		65
			<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
<b>Center 6</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	David L. Walker Intermediate School 9901 Hemphill Street Fort Worth, TX 76134		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	220-912-113				
	Cost per student	\$918				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		110	<b>Parent/legal guardian target (in proportion with student target):</b>		65
			<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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County-district number or vendor ID: 220-912				Amendment # (for amendments only):			
<b>Center 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
	Mary Harris Intermediate School 8400 West Cleburne Road Fort Worth, TX 76123		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6		
	9-digit campus ID number:	220-912-114					
	Cost per student	\$918					
	"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):		65		
		Feeder school #1	Feeder school #2		Feeder school #3		
	Campus name						
	9-digit campus ID number						
Estimated transportation time							
<b>Center 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
	N/A		N/A		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number:						
	Cost per student	\$					
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):				
		Feeder school #1	Feeder school #2		Feeder school #3		
	Campus name						
	9-digit campus ID number						
Estimated transportation time							
<b>Center 9</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
	N/A		N/A		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number:						
	Cost per student	\$					
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):				
		Feeder school #1	Feeder school #2		Feeder school #3		
	Campus name						
	9-digit campus ID number						
Estimated transportation time							

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Amendment # (for amendments only):

<b>Center 10</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	N/A		N/A		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 5-6	
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student				\$	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
			Feeder school #1		Feeder school #2	
	Campus name:				Feeder school #3	
	9-digit campus ID number					
	Estimated transportation time					

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County-district number or vendor ID: 220-912

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Grant Management:** Upon notice of the award of this grant, the current Project Director of Cycle 8 will begin to implement the proposed management plan in which Crowley ACE program has conducted through Cycle 6 and 8 to ensure success. The Project Director will manage the oversight of all grant activities, including coordination and communication with Site Coordinators, Family Engagement Specialist, Grant Specialist (Academic Liaison), building relationships and MOUs with vendors, and working closely with the Independent Evaluator. The director's work week will also include communication with the Chief of Student Services, bi-weekly meetings with the Superintendent, weekly meetings with all Site Coordinators, curriculum planning, and entering data for program accountability. Prior to the beginning of program, the PD will develop a Year at a Glance (YAG). The YAG will include the Tx21st timeline for all data due dates, scheduled training for the school year, weekly meetings, and important district initiative dates. The Project Director and Grant Specialist will meet with each Site Coordinator and set SMART (Specific, Measurable, Attainable, Relevant, and Timely) goals that will be aligned with each campus's Independent Evaluation recommendations. Trainings will be held for the Crowley ACE staff on professional development days set aside by Crowley ISD's school year calendar and prior to the program beginning. The Project Director will coordinate and facilitate additional training with the Technical Assistance Coordinator. The director will maintain an organizational chart of all staff which will include roles, responsibilities, and qualifications of all staff and organizations participating in the CACE program. The director will serve as the main contact with TEA regarding all requirements and issues related to the program including data collection and program implementation. The Project Director will also keep TEA informed of accurate contact information for key personnel. The management and supervision during implementation will begin with multiple visits within the week by the Project Director and grant specialist to each site and moving to bi-weekly visits, to provided hands-on monitoring of start-up activities. Weekly (and then later bi-weekly meetings) with the Project Director will provide the Grant Specialist and Site Coordinators with sufficient guidance in district and grant procedures. During each center visit, the Project Director and/or Grant Specialist will use a center walk-through form that will give the Site Coordinator constructive feedback to ensure compliance requirements. The Project Director will ensure all required TEA trainings are attended by appropriate staff. Semester and summer progress reports presented to the Task Force and to the district administrative team will provide three check points for review of implementation challenges and successes. **Budget Overview:** The Project Director will oversee the 21st CCLC grant and will have full access to the Skyward system to implement and allocate full fiscal requirements. The PD will work with the Director of Finance to align each campus budget based upon the number of students served in the Crowley ACE Program. All PO's for the 21st CCLC must have PD's approval prior to purchase. The grantee-level budget includes the PD, FES, Admin Assistant, benefits and travel at \$188,165. Center-level cost includes SC, GS, Instructional staff, benefits, travel, and Independent Evaluation at \$95,623 and the per student cost includes direct instructional staff supplies, transportation, and contracted services at a total of \$808 for elementary and \$918 for Intermediates campuses. Each budget overview is under the fixed cost. **The Center Operation:** CISD Site Coordinators will be available for each center to coordinate all activities: be readily available during the school day to provide advocacy for students enrolled in the CACE program; work with principals and school officials regarding recruitment efforts and activity planning to ensure alignment with the school day; conduct the campus needs assessment and work with director to develop campus project plan; meet with students; teachers; and parents as necessary to communicate student needs; facilitate strategies for student assessments; student interventions; personal graduation plans; determine the best course of action to complete student goals; gather student level data while maintaining confidentiality of information; enter required data into the TX21st tracking system within specified timelines; attend required conferences and training sessions, and facilitate training to staff; make reasonable accommodations to meet with assigned Technical Assistance Consultant as requested either through scheduled/unscheduled visits, participate in scheduled conference calls; work with partners, community stakeholders, and vendors to coordinate program services. Each Site coordinator will do weekly class observations. The site coordinators will use a class observation form and provide a copy to the instructor. The walk through will be shared at the weekly staff meetings. Weekly entry in the TX21st system will give Site Coordinators concrete data by which to measure ongoing accomplishment, and also early knowledge of anticipated semester results. Program improvement will be initiated at the level closest to the challenge. Annually, campus improvement committees will suggest changes and continuation suggestions to the Project Director for review prior to submitting the goals and objectives. Satisfaction surveys will be conducted and included in the data reviews. Crowley ACE centers will operate and align with minimum stated time in the grant. Each center will be open M-F and run a minimum of 3 hours after school. Each class will be a minimum of 45 minutes.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 220-912

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Evaluation Plan.** Crowley ISD will hire an experienced external independent evaluator to collaborate with the ACE staff and evaluation team to develop an evaluation design with key evaluation questions, assessment instruments, a data collection plan, and a timeline for tasks such as administering surveys, conducting focus groups, observing activities, creating a Logic Model, interviewing staff, completing reports, and reviewing program, student, and center data.

**Formative evaluation** will be conducted to determine if the program is being implemented as intended and if the program is making progress toward the objectives of improvement in academic performance, attendance, behavior, promotion rates, and graduation rates. The formative evaluation will include qualitative and quantitative data. The qualitative data will include interviews, focus groups, observations of activities and centers, and open-ended questions from surveys. The quantitative data will include student grades, student attendance and behavior incidents, ACE activity attendance, types of ACE activities for each component, student interest inventories, resources, lesson plan checklist, number and demographics of participants, staff and training, and parent, teacher, and student surveys. Also, each center will develop a logic model to document its program and to provide a visual representation of the program.

**Summative evaluation** will be conducted to determine program outcomes, student outcomes, participant attitudes, and if the program met its goals. The **quantitative data** will include student grades, student attendance, student behavior incidents, teacher ratings of student behavior, classes passed, promotion rates, STAAR scores, pretest and posttest scores for tutorials, and survey results for students, parents, and teachers. **Qualitative data** will include interviews, focus groups, and open-ended questions from surveys.

**Data collection** will be gathered through PEIMS which includes campus attendance and promotion. Through the district student information system, student attendance, student grades, behavior, STAAR scores, and program information will be collected. The Project Director and site coordinators will use the district DMAC system to retrieve STAAR scores. Eduphoria and Skyward will be used to collect behavior data. Report card grades will be collected through Skyward. ACE information will be entered into the TX21st data system to track ACE activities, activity attendance, parent and student participation, and student school data. The Evaluator will conduct focus groups and administer surveys to gather participant feedback.

**Evaluation results and findings** will be analyzed and reviewed to determine adjustments and modifications for program improvement and quality. The Evaluator will share reports throughout the year with the ACE staff for the purpose of using the findings and recommendations for continuous program improvement. In addition, a team composed of the Project Director, site coordinators, campus principals, Evaluator, and campus site-based decision-making team will examine the data and compare it to the Critical Success Factors and grant goals to determine course corrections. Academic and behavior data from the district data base and student and activity data from the TX1st data system will be reviewed bi-weekly by the Project Director and site coordinators to ensure compliance of each center by the end of each grant term (fall, spring, summer). At the weekly ACE staff meetings, these findings will be discussed, and action plans and strategies developed for corrective measures. The Project Director will visit each site every two weeks to gather program data and ensure fidelity of the program. Each visit will conclude with a debriefing and program corrections, as necessary. At the end of the program year, the Evaluator will submit a final evaluation report and share findings and recommendations with the ACE staff and other district staff. The Project Director and site coordinators will develop "next steps" for the following year.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 220-912

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220-912

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220-912

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220-912

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220-912

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220-912

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220-912

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 220-912

Amendment number (for amendments only):

**Important Note:** All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

**Failure to complete this schedule will result in an applicant being disqualified.**

**Questions**

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☒ Yes ☐ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☒ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

**Assurances**

- ☒ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☒ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☒ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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